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PSYCHOLOGICAL AND PEDAGOGICAL ASPECTS OF THE OF VOCATIONAL GUIDANCE WORK ORGANIZATION WITH JUNIOR SCHOOLCHILDREN

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The article substantiates the relevance and necessity of organizing vocational guidance work at school and, in particular, at primary school; a brief research analysis on the stated problem has been carried out; the interpretation of the concepts "profession", "guidance", "vocational guidance", "vocational guidance work in the educational process of vocational education and training", "professional self-determination" has been presented; the essence of the concept of "vocational guidance work with junior schoolchildren" has been defined.

The principles of building a complete system of vocational guidance, vocational guidance areas, key competences of the National Academy of Sciences, on which the vocational guidance at school should be based, have been defined.

The psychological and pedagogical aspects of vocational guidance work organization with junior schoolchildren have been defined: the goal, tasks, propaedeutic stage results of vocational guidance; taking into account the age characteristics and needs of junior schoolchildren in the context of professional self-determination; areas of vocational guidance work with pupils of 1-4 grades; separate forms of extracurricular activities and the classroom form of learning organization (integrated course "I explore the world").

The following methods of studying the researched problem have been used: theoretical analysis of psychological and pedagogical sources from the researched problem; generalization and interpretation of scientific research results.

Key words: *junior schoolchildren, primary school, profession, vocational guidance, professional self-determination, vocational guidance work with junior schoolchildren, psychological and pedagogical aspects of organizing vocational guidance work with junior schoolchildren.*

In the conditions of the knowledge economy and innovative development formation, high technologies, knowledge, intelligence, and human capital are the determining factors of the competitive advantages in the international community, the source of well-being and population life quality. Radical changes in the work nature and purpose impose new requirements on the modern general secondary school. Among the priority tasks of educational institutions is the creation of favorable conditions for professional choice, self-determination and self-realization of pupil's personality.

This is confirmed in the Concept of state policy implementation in the sphere of general secondary education reform "New Ukrainian School" for the period until 2029, which states that the New Ukrainian School is designed to provide graduates with competitiveness in the 21st century, the opportunity to become integral individuals who can make a conscious choice, including choosing your further educational and professional path [1].

Given the fact that it is at school age that the formation of a person's individual worldview, his social formation and self-affirmation takes place, the special attention of the leading native scientists H. Ball, I. Dobroskok [5], E. Yehorova [11], D. Zakatnova [6], V. Kavetskiy, O. Lavrikanets, E. Pavlyutenkova [8], Z. Okhrimenko [10] and others has been focused on the

problem of professional self-determination of school-aged youth. They note that now vocational guidance at the school functions as a series of measures to acquaint schoolchildren with options for further education and professional development: testing their interests and abilities, conversations with teachers and school psychologists, visiting presentations of educational institutions. The indicated activities do not require pupils' direct active participation, cognitive and comprehensive skills development, creative search, but only their passive participation as spectators or listeners. Therefore, scientists emphasize the need to consider a pupil in the context of professional orientation as an active activity subject. According to experts, the study basis of professional orientation problem should be a holistic, multifaceted understanding of the individual as an active subject of professional self-determination, formation, realization and development.

Native pedagogical science has some experience in solving the problem of vocational guidance work with junior schoolchildren (T. Bilichenko, M. Bogdanovych [14], A. Velenko, L. Gutsan, V. Kravetskyi, E. Untilova [13] and others). Scientists have considered the peculiarities and pedagogical conditions of vocational guidance work in primary school, the problem of forming knowledge about the world of professions in junior schoolchildren, general propaedeutics issues of vocational guidance in the primary education chain. They note that the result of vocational guidance work in the educational process of primary school should be the formation of interest and abilities for a certain profession type; availability of knowledge about the world of professions; the desire to perform an activity of a certain type.

However, in our opinion, the coverage of vocational guidance work in the primary level of education is insufficient. Psychological and pedagogical aspects of this work's organization require consideration.

The purpose of the article is to determine the psychological and pedagogical aspects of vocational guidance work organization with junior schoolchildren.

In the context of our research, we consider it necessary to reveal such concepts as "profession", "guidance", "vocational guidance", "vocational guidance work in the educational process of vocational education and training", "professional self-determination" and define the essence of the concept of "vocational guidance work with junior schoolchildren".

Profession (*lat.* professio) is "a stable and relatively broad type of a person's labor activity (occupation), determined by the labor division and its functional content. Profession mastery is carried out in appropriate educational institutions or directly at the factory" [2, p. 742].

In the most general sense, *guidance* is understood as "direction of views, activities depending on specific conditions; counting on someone, something in the activity" [3, p. 745].

Vocational guidance is "a complex of scientifically based forms, methods and means of helping an individual to choose or change a profession, employment based on taking into account one's individual and psychological features, interests, opportunities and needs of the labor market in personnel" [4, p. 23].

According to I. Dobroskok, vocational guidance is "a system of socio-economic, psychological-pedagogical and medical-physiological measures aimed at ensuring active, individual's conscious professional self-determination and labor development, taking into account one's own capabilities and individual characteristics and the labor market environment for full implementation in professional activity" [5, p. 46].

Vocational guidance in an institution of general secondary education is a purposeful activity, the purpose of which is to prepare pupils for independent choice of a profession in accordance with their inclinations, interests, physical and intellectual abilities, taking into account the labor market needs [6].

In the "Regulations on Vocational Guidance of Studying Youth", vocational guidance is defined as "a complex scientifically based system of forms, methods and means aimed at providing assistance to the individual in active conscious professional self-determination and employment formation. The basis of a person's professional self-determination is self-knowledge and an objective self-assessment of individual characteristics, comparing one's professionally important qualities and

opportunities with the requirements necessary for acquiring specific professions and the labor market situation" [7].

In the Concept of Vocational Guidance of Student Youth, it is defined as a system of measures aimed at providing assistance to individuals in active, conscious professional self-determination and employment, taking into account their capabilities and individual characteristics and the labor market situation for full self-realization in professional activities [8, p. 5].

The purpose of the vocational guidance is "the formation of an individual's ability to choose a certain type of professional activity that optimally corresponds to one's individual and psychological features, opportunities, interests and needs of the labor market in personnel; promoting the employee's competitiveness on the labor market and achieving effective population employment through specific methods" [4, p. 31].

Vocational guidance in the functional psychological and pedagogical aspect is considered as a system of scientific and practical activities aimed at preparing an individual for a conscious profession choice. The subject of vocational guidance is a person's interests, abilities, attitudes, identification and assessment of professionally significant personality qualities. The essence the professional choice consciousness is that the individual, as a result of vocational guidance work, chooses a profession, based on the understanding of oneself as a subject of future professional activity, and this profession as an important area of optimal realization of one's potential opportunities; involves taking into account the labor market needs, in view of which the individual carries out his own correction of solving questions process regarding the expediency of choosing (or changing) one or another profession [4].

A holistic system of professional orientation is built according to the relevant principles:

- *consciousness principle when choosing a profession* (is expressed in the desire to satisfy not only one's personal needs and interests, but also those of the state);
- *activity principle* (individual activity in professional self-determination);
- *development principle* (personal orientation towards professional development) [4, p. 25].

Professional orientation at school should be based on the key competences of New Ukrainian School:

- innovativeness as openness to new ideas, changes initiation in the immediate environment (class, school, community);
- lifelong learning;
- civic and social competences related to the ideas of democracy, justice, human rights, equal rights and opportunities awareness, which involve cooperation with others to achieve a common goal, activity in the life of the class and school, the ability to act in conflict situations;
- entrepreneurship and financial literacy, which involve initiative, willingness to take responsibility for one's own decisions, the ability to organize one's activities to achieve goals [9].

End-to-end professional orientation is introduced at all levels of full general secondary education; relevant topics are added to educational programs and provided for in curricula [9].

All work on professional orientation is concentrated in two main directions*:*

1) formation of personal traits and interests in youth, taking into account the social production needs;

2) bringing young people's personal orientations into line with their social realization possibilities [5, p. 50].

According to Z. Okhrymenko, vocational guidance work in the educational process of vocational education and training is "an integral part of a holistic system of educational work, the purpose of which is: formation the individual's ability to choose a certain type of professional activity that optimally corresponds to his individual psychological features, opportunities, interests and needs of labor market in personnel; promoting the employee's competitiveness in the labor market and achieving effective employment of the population by specific methods" [10, p. 98].

The result of vocational guidance work in the educational process of vocational education and training is *professional self-determination* – a complex structural personality formation that reflects a person's view of the world of professions, a specific profession, its opportunities in the surrounding

environment, as well as one's own intentions regarding self-realization within the framework of certain work activities.

Therefore, vocational guidance work should be carried out systematically and continuously throughout the entire schooling period. In this long process, 3 stages have been distinguished*:*

I stage – initial (propaedeutic) – work with junior schoolchildren*;*

II stage – cognitive-research – work in secondary classes*;*

III stage – basic (determining) – work in senior classes [7].

So, the first stage of professional orientation is implemented in primary school – initial (propaedeutic), which is mainly professional and educational in content. In the "Regulations on Vocational Guidance of Studying Youth", it is determined that the purpose of this stage is to familiarize children with the most common professions in the process of educational and extracurricular work, to foster a positive attitude towards various types of work and professional activities, an interest in learning about their personality, formation of initial general labor skills and abilities, ability to interact with other people in the activity process. The result of this work should be formed in junior schoolchildren's attitude towards themselves, society and professional activity [7].

The Model Education Program states that the mandatory learning results at this stage are the following skills, such as:

- to distinguish the adults' professions in the family in the sphere of material and non-material production;
- to realize the importance of each profession for the life of society;
- to understand the need for different professions existence and the differences between them;
- to understand the importance and necessity of each person's professional choice; understand information about the world of professions;
- express an emotional and evaluative attitude towards professions in their own family and the family of their friends and classmates [11].

The specified skills of junior schoolchildren are effectively formed by teachers in the lessons of the integrated course "I explore the world" and in extracurricular activities.

Vocational guidance should take place on the basis of taking into account children's age-specific development and needs.

The process content of junior schoolchildren's professional orientation is determined by the children's characteristics of this age. This is, first of all, the general mental development intensity. Children are characterized by increased sensitivity to external influences, which is connected, in particular, with a qualitatively new communication nature and the social ties expansion. If in preschool childhood the main thing was communication with parents or closest relatives, especially for those who did not attend preschool education institutions, now communication in the "teacher-pupil" structure becomes qualitatively new for them.

The leading activity is also changing: if in preschool childhood it has been a game, now the leading activity is learning. The acquisition of new knowledge and skills by junior schoolchildren is guided by the motive of interest, inquisitiveness, and the desire to gain approval from the teacher, classmates, and parents. However, the volitional sphere is not yet sufficiently developed. This manifests itself in an inability to concentrate, an unformed desire to overcome difficulties in activities, to bring the started work to the end.

Thinking also develops in a peculiar way in this age period. For pupils of 1^{st}–2^{nd} grades, visual-action thinking is characteristic, the specificity of which is a close connection between mental and practical actions. Around the 3^{rd} grade, the concrete, objective character of thinking gradually becomes visual and figurative, which makes it possible to generalize and imagine the subject without operating on it.

Psychophysiological features and capabilities of primary school age children determine the target settings of vocational guidance work: upbringing of diligence, discipline, ability and desire to work together. And taking into account the target attitudes, tasks for self-awareness formation in children of this age as a complex of components – intellectual, activity, emotional and volitional – have been defined.

Scientist M. Varii interprets the concept of self-awareness as “the person’s ability to realize himself, his “I”, his needs, interests, values, his being and its meaning, his own behavior and experiences, etc.” [12, p. 668].

Indicators characterizing the intellectual component of self-awareness are: knowledge of the workplace preparation rules for any activity type; the ability to appropriately place objects and activity means at the workplace; knowledge of the purpose and rules of using educational and writing materials and tools; understanding of labor operations sequence during the task execution, the ability to justify and argue the work course; knowledge of self-control techniques and the ability to evaluate the results of one’s work and the colleagues’ work.

The assimilation of knowledge and skills that determine the intellectual component of self-awareness becomes a necessary prerequisite for the formation of moral and volitional qualities, skills, abilities that characterize the manifestation of diligence and discipline in activity, that is, the activity self-awareness component. In junior schoolchildren, it manifests itself: in a careful attitude to their personal belongings, study aids, school property; in the desire not only to use them carefully, but also, if necessary, to repair, glue, organize; in diligence when performing any work; in a careful attitude towards nature, striving to protect its wealth; in the desire and readiness to bring the started work to the end.

Since any ability, habit, any personal quality is formed and developed in activities, for the education of professional self-determination of junior schoolchildren, it is important to provide children with the opportunity to be included in a variety of socially useful activities. Lessons and events in the context of extracurricular activities, while mastering the working techniques with various materials, cultivate accuracy, diligence, and a careful attitude to the means and results of work. Moreover, work culture indicators are formed most successfully if things are made that are necessary for schoolchildren themselves, junior pupils, pupils of preschool education institutions, and families. It is under such conditions that children feel the significance and expediency of their work, joy and satisfaction of having made the lives of people around them happier and more comfortable.

Experiencing an aesthetic satisfaction sense with the activities results becomes the leading factor in the formation of the emotional-volitional self-awareness component at primary school age. The motives for experiencing an aesthetic attitude to work can be different: they can be related to the need for movement, activity, cooperation with peers and adults, the need for praise, positive evaluation, and the feeling of satisfaction from the trust given. Junior schoolchildren are happy to participate in self-service, in shifts, precisely because they feel trust at the same time. Relying on the emotional activities’ perception in children of this age, it is possible to educate such qualities as sensitivity, benevolence, selflessness, care.

Junior schoolchildren do not face the problem of choosing a profession, professional self-determination in the narrow sense. But since professional self-determination depends on the personality development at all age stages, the junior school age can be considered preparatory, as it lays the foundations for professional self-determination in the future.

The main goal of propaedeutics of professional self-determination is the formation of interest in the sphere of labor and professional activity in junior schoolchildren. Achieving this goal involves the following tasks:

1) to acquaint children with socially significant professions, to provide general information about labor activity, working conditions, conduct rules and people’s responsibilities in certain professions, to consider the person’s professional qualities that these professions require from a person;

2) to form motivation and interest in labor and educational activities, a desire for socially useful work;

3) to cultivate diligence, conscientiousness, honesty, diligence, accuracy, perseverance, careful attitude to the results of one’s own work and those of others [13].

A teacher’s main task is to use all the possibilities of the educational process in order to bring the child as close as possible to professional activity, taking into account age characteristics. Junior schoolchildren are characterized by inquisitiveness, receptiveness, and emotionality. They strive to

be successful pupils, get satisfaction even from minor successes, rejoice in the very process of learning. But, like any age period, primary school age has its own problems. First of all, every child faces the problem of competence. Every day he faces various cognitive tasks that cannot be avoided. Therefore, the task of teachers and parents is to help the child learn to perceive one's incompetence in new situations as an opportunity to learn something, and not as a personality defect or a sign of inevitable failure. The teacher must also take into account the peculiarities of junior schoolchildren's self-esteem: the younger the children, the more they tend to evaluate their work not by real achievements, but by the sum of the efforts made; evaluation criteria are first formed in relation to others, then in relation to oneself; it is easier for a junior schoolchild to evaluate the results of academic work, qualities observed in behavior more than personal qualities.

With the development of the junior schoolchild's personality, his knowledge about himself becomes more accurate, the ability to understand his strengths and capabilities increases, there is a desire to act in certain situations, relying not so much on the evaluations of others as on self-evaluation. Self-esteem becomes more grounded and covers a wider range of qualities.

Junior schoolchildren are characterized by a slight perception differentiation, which is closely related to actions, practical activities and emotions. At this age, such important neoplasms as attention arbitrariness, an internal action plan, and reflection appear. The professional choice is carried out at the level of a role-playing game due to an interest in its external side. Children orient themselves mainly in professions with which defining events in the society life are connected. There is an active assimilation of socially valuable orientations. Junior schoolchildren are characterized by changeable desires and dreams for the future. But this does not reduce the importance of vocational guidance work at this age, because much of what is acquired in the first years of education remains in a person's memory for the rest of one's life. After receiving primary education, pupils will continue to study at school for a long time, will have many meetings with representatives of various professions, and their preferences will change. It follows from this that during this period teachers should carry out preparatory work on vocational guidance, that is, it is necessary to ensure the readiness of each pupil for the next conscious professional self-determination [14].

Scientist M. Bogdanovych has defined the task of professional orientation in primary school as:

1) pupils' upbringing of interest, love and respect for work, for workers;

2) the formation of pupils' initial ideas about people's labor activity, types of production processes;

3) formation of pupils' beliefs that a specialist needs thorough knowledge in modern production;

4) finding out what knowledge and skills pupils really need to master for this or that profession, for relevant skills formation;

5) children's labor qualities development needed by a specialist of any profession;

6) junior schoolchildren's formation of the necessary skills and self-care skills;

7) schoolchildren's studying inclinations and individual abilities [14].

Areas of vocational guidance work with pupils from 1^{st}–4^{th} grades:

- pupils get to know the world of professions and the labor market in a playful way and through projects that they perform independently or in a group;

- discuss the importance of education, work, respect for any profession, work and results of other people's work [9, p. 25].

The implementation of the specified tasks will be facilitated by the lessons of the integrated course "I explore the world" and forms of extracurricular activities: creative competitions, round tables, vocational guidance excursions, oral journals, profession fairs, professional master classes, practical projects, social projects, holidays, teacher hours, vocational guidance games, meetings with representatives of employer companies, children's community service, creation of a "Professional Portfolio", drawing competition "My future profession", role-playing games, etc.

The expected results of vocational guidance work with junior schoolchildren are*:* they understand/know what they like to do, what they do well/best; can explain how to achieve what you

want/make your wishes come true; have a realistic idea of the world of professions from various spheres; understand the importance of work and, in particular, certain professions in each person's life; can explain what professions are; familiar with the most common professions, understand their meaning; can describe the content/essence of a particular profession; understand what work is and show a respectful attitude towards it; demonstrate interest in further knowledge of the world of professions; interested in research and development of their interests and abilities; explain the importance of studying at school, developing one's own abilities for one's own life and well-being; understand the importance of joint work, together with others determine the goal of joint work and try to achieve it; are interested in further research into the connection between the world of professions and various spheres of life and the surrounding world [9, p. 25].

The above-mentioned gives reasons to offer our own definition of the concept of "vocational guidance work with junior schoolchildren".

Vocational guidance work with junior schoolchildren is a component of educational work, aimed at primary school pupils mastering the necessary amount of knowledge about the socio-economic and psychophysical characteristics of professions, forming interest and abilities in a certain type of profession, fostering the desire to perform a certain activity type.

The successful professional self-determination of each society member, the realization of one's personal potential is the basis for the formation of a modern model of the information society in Ukraine, which will contribute to the integration of our state into European and global processes, the preservation of economic independence, competitiveness and prosperity, national identity, the formation of a mature civil society, law and democracy rules. Therefore, there is a need to organize targeted systematic vocational guidance work throughout each person's life. The propaedeutic stage of such work is implemented in primary school.

Vocational orientation work with junior schoolchildren does not aim directly to lead them to choose a future profession, but only to prepare the basis for this choice – to form in them a positive attitude towards labor and professional activities, an understanding of their role in a person's life and society; formation of an idea about the world of professions, conscientious performance of various activities types. This is provided by the teacher's implementation of the psychological and pedagogical aspects of vocational guidance work organization with junior schoolchildren: the goal, tasks, propaedeutic stage results of professional orientation; taking into account junior schoolchildren's age characteristics and needs in the context of professional self-determination; the task of forming junior schoolchildren's self-awareness as a complex of components – intellectual, active, emotional and volitional; areas of vocational guidance work with pupils of 1^{st} – 4^{th} grades; separate forms of extracurricular activities and classroom form of learning organization (integrated course "I explore the world").

Prospects for further research in the chosen direction may be related to the continuity between primary and secondary education in matters of organizing vocational guidance work with pupils.

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ПСИХОЛОГО-ПЕДАГОГЧНІ АСПЕКТИ ОРГАНІЗАЦІЇ ПРОФОРІЄНТАЦІЙНОЇ РОБОТИ З МОЛОДШИМИ ШКОЛЯРАМИ

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У статті обґрунтовано актуальність та необхідність організації профорієнтаційної роботи у школі, у тому числі й у початковій її ланці. Зазначено, що економічні реалії сьогодення висувають нові вимоги до сучасної загальноосвітньої школи, зокрема, до створення сприятливих умов для професійного вибору, самовизначення й самореалізації особистості учня. Зауважено, що вибір професій на рівні з отриманням загальноосвітніх

знань є одним з найпріоритетніших завдань навчання учнів в загальноосвітніх навчальних закладах.

Здійснено короткий аналіз досліджень з означеної проблеми; подано трактування понять «професія», «орієнтація», «професійна орієнтація», «профорієнтаційна робота в освітньому процесі ЗЗСО», «професійне самовизначення»; визначено сутність поняття «профорієнтаційна робота з молодшими школярами».

Означено принципи побудови цілісної системи професійної орієнтації; напрями професійної орієнтації (формування в молоді особистісних рис й інтересів з урахуванням потреб суспільного виробництва; приведення у відповідність особистісних орієнтацій молоді з можливостями їхньої суспільної реалізації); ключові компетентності НУШ, на яких має базуватися професійна орієнтація в школі: інноваційність; навчання впродовж життя; громадянські та соціальні компетентності; підприємливість та фінансова грамотність.

Визначено психолого-педагогічні аспекти організації профорієнтаційної роботи з молодшими школярами: мета, завдання, результати пропедевтичного етапу професійної орієнтації; врахування вікових особливостей та потреб молодших школярів у контексті професійного самовизначення; напрями профорієнтаційної роботи з учнями 1-4 класів; окремі форми позакласної діяльності та урочна форма організації навчання (інтегрований курс «Я досліджую світ»).

Використано такі методи вивчення досліджуваної проблеми: теоретичний аналіз психологічних та педагогічних джерел із досліджуваної проблеми; узагальнення та інтерпретація результатів наукових досліджень.

Ключові слова: *молодші школярі, початкова школа, професія, професійна орієнтація, професійне самовизначення, профорієнтаційна робота з молодшими школярами, психолого-педагогічні аспекти організації профорієнтаційної роботи з молодшими школярами.*